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ABSTRACT

The Clarkstown Tutoring Service, a student peer-tutoring program in the Clarkstown (a middle to upper-middle suburban community), New York, school district received hundreds of tutees in grades 7 through 12 but very few in grades 1 through 6. A plan was devised to double the number of public elementary students tutored from 33 to 66 by June 25, 1982. Toward this end, a publicity campaign was launched which included questionnaires to past and present tutors and to the parents of both tutees and tutors. Tutors' responses were positive, indicating that tutoring developed self-confidence and leadership abilities. Parents of tutors were proud of their youngsters; parents of tutees praised the tutoring service but were critical about the lack of publicity. Information gathered from questionnaires was used to write a pamphlet on tutoring for grades 1-6, and this was distributed to parents of elementary students throughout the district. In addition, the director of the tutoring service and tutors visited three Parent Teacher Association meetings to publicize the service. The enrollment objective was more than achieved, with 76 elementary pupils receiving tutoring services by the established deadline. Additionally, feelings of cooperation and camaraderie between student tutors and elementary school professional staff were developed. It was recommended that the tutoring service eventually be expanded to private and parochial school service. (Appendices include maps of Clarkstown, tutoring forms, questionnaires, an enrollment growth chart, principal's letter, and other related materials). (BJD)

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FACILITATING INCREASED STUDENT TUTORING SERVICE ON THE ELEMENTARY LEVEL

by
SYDEL WINER

A Practicum Report
Submitted to the Faculty of the Center for the Advancement of Education of Nova University in partial fulfillment of the requirements for the degree of Educational Specialist.

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I hereby testify that this paper and the work it reports are entirely my own. Where it has been necessary to draw from the work of others, published or unpublished, I have acknowledged such work in accordance with accepted scholarly and editorial practice. I give this testimony freely, out of respect for the scholarship of other workers in the field and in the hope that my own work, presented here, will earn similar respect.

ABSTRACT

Facilitating Increased Student Tutoring Service On The Elementary Level.
Winer, Sydel, 1982: Practicum Report, Nova University Center for the Advancement of Education
Descriptors: Tutoring/Tutors/Private Tutoring
Peer Tutoring/Costs of Tutoring/
High School Students as Tutors

The researcher, as director of a student tutoring service, explains how the service works, and the reasons why the service has hundreds of customers in grades 7-12 but very few in grades 1-6. A plan was devised to correct that discrepancy in order to double the number of elementary students tutored. The purpose was not only to provide needed academic assistance, but to effect other benefits, explained in the report, for the tutees, the tutors, parents, and teachers.

The project involved a massive publicity campaign. Articles were published in the elementary P.T.A. newsletters. Appearances by the director and several tutors were made at some P.T.A. meetings, which involved contact with all of the elementary principals and P.T.A. presidents. Detailled questionnaires concerning attitudes of tutors, and parents of tutees and tutors were completed. Information gathered from the questionnaires was used to write a pamphlet entitled Tutoring For Grades 1-6, Why?, which was distributed to parents of elementary students throughout the district. Several difficulties were either circumvented or overcome, and the objective of achieving an enrollment of sixty-six elementary tutees by the end of June was exceeded. Several positive side-effects also occurred.

Plans to further expand the tutoring service to include more elementary tutees, and certain categories of tutors not currently included, are explained. (Appendices include information about the school district, tutoring reports, the questionnaires, P.T.A. newsletters, Tutoring For Grades 1-6, Why?, a list of the results, and other material.) Also included in the report are twelve photographs.

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CHAPTER I

PURPOSE

Clarkstown is a middle to upper-middle class community of 50,000 people.[1] It is located twenty-five miles north of New York City on the west coast of the Hudson River, a few miles north of New Jersey. The average income per working adult is $30,000.00[2] and the average price of a home in Clarkstown is $92,000.00.[3] Except for two garden apartment houses and two condominium complexes consisting of town houses, 97 percent of the housing consists of single family homes and estates.[4] Most of the residents of Clarkstown are professional people. Every possible profession is represented. Its proximity to Westchester County, New York City, and Bergen County, New Jersey, make Clarkstown an ideal place from which to commute.

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1 Personal interview with Theodore Dusanenko, Supervisor, Town of Clarkstown, January 29, 1982.

2 Telephone interview with Internal Revenue Service, Bureau of Statistics, Bardonia, N.Y., January 21, 1982.

3 Telephone interview with Joseph Halfon, President, Halfon Realty, Spring Valley, N.Y., January 20, 1982.

4 Personal interview with John Coyle, President, Coyle and Coyle Insurance and Real Estate, New City, N.Y., January 19, 1982.

The Clarkstown School District is so outstanding that it is mentioned in real estate offerings to enhance property values, already the highest in Rockland County.* The schools are truly excellent and well supported by the community. There are two senior high schools, Clarkstown North and Clarkstown South, housing a total of 4,136 students.[5] There is a very large junior high school complex. The three junior high school wings each has its own administration and staff, and in combination, house a total of 1,896 students.[5]

There are twelve elementary schools located throughout Clarkstown. Each contains grades K-6; the total enrollment of grades 1-6 is 4,600.[5] The yearly expenditure for each of the 10,632 plus the kindergarten students is $3,500.00.[5] Included in that figure are all types of special services: special education classes, transitional classes, and resource personnel to assist students with deficiencies in reading and in mathematics.

The district, like the community that it serves, is warm, accepting, competitive, and ultimately successful. Eighty percent of the high school seniors finish college successfully four years later. Prestigious scholarships

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* See Appendix A, pg.63

5 All figures were secured from the Business Office and from the Board of Education.

and high placements on state and national examinations are commonplace. Athletic and academic trophies are numerous on all levels, and many enrichment and innovative programs are available.

The Superintendent of Schools is supported by an Assistant Superintendent, a Director of Secondary Education and a Director of Elementary Education. Each school has its own administrative team, including department chairpersons and guidance personnel. The teaching staff is very strong.

Although the schools are superb, there are problems. In 1968, in an attempt to solve one of the problems, this writer founded and became the director of the Clarkstown Tutoring Service. The tutoring service started in September, 1968, with eight tutors who assisted thirteen youngsters. During the academic year 1980-1981, there were 248 tutors working with 755 students. The reason for the growth of the service is that it meets the needs of many students and their families, needs that may not always be met in the school setting.

The tutors are tenth, eleventh, and twelfth grade students at both senior high schools. Each is selected by his desire to learn and to teach, his personality, his past record, and demonstrated present ability in his academic area of excellence. It is an extensive screening

process. Each tutor must participate in an ongoing and thorough program of training.

The program services all students of The Clarkstown School District, including those attending private schools, in grades 1-12. The tutoring program has even extended to some Clarkstown parents who have desired to prepare for their return to college, or for a Civil Service examination. Some called upon the service to assist them to learn the English language.

A question frequently asked is: "Why should a district like Clarkstown have a need for a tutoring service? Does not the existence of such a service indicate a deficiency in the quality of the schools?" A proper understanding of what is done makes it crucial to understand that tutoring is in no way an alternative to regular classroom instruction nor to the extra help provided by the school district. The one-to-one student tutoring assistance provided impacts upon areas of need that no school system, no matter how effective, can reach.

Students who miss classes fall behind, and in certain cumulative areas, this means academic disaster for the rest of the year.

Students are individuals, each with a set of unique academic strengths and weaknesses. The tutoring service meets the needs of the student who may simply be

weak in a certain academic area. In this instance, tutors provide the necessary support where extra help leaves off.

Students new to the district or new to a class encounter adjustment problems which, if unattended individually, may become the cause of ongoing failure. Once behind, they may tend to remain behind.

Students who are underachievers due to low motivation or poor study habits have found that peer tutoring provides a positive and successful role model with which they may easily identify. The tutor is a living example of a student who is faced with similar parent, teacher, sibling, social, and academic pressures, but is able to demonstrate a positive and effective means of coping with them. Students find it more palatable to accept by example rather than from adults just saying that it should be so.

> Perhaps the problem has nothing to do with scholastic capacity, but is related to an emotional need. Sometimes, the most effective tutor may not be a teacher, but another young person. When a tutor is hired privately, the expenditure is usually $25. to $35. per hour.[6]

One-to-one assistance has the greatest chance to be effective since it can focus total attention on the unique needs of the student needing the help. No teacher can expect to provide thirty or more youngsters with the

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6 Nadine Brozan, "Parental Decision: Hiring a Tutor", The New York Times, January 7, 1982, C1.

individual attention which may be needed.

The director of the tutoring service arranges each job by telephone with the parent of the tutee by explaining the rules, selecting the appropriate tutor, calling the tutor, and having the tutor contact the parent. After that, constant contact is maintained between the tutor and the director of the tutoring service. Tutors must plan each lesson, establish and maintain contact with the teacher of the tutee, must report any cancellation in the weekly schedule to the director immediately, and must submit a written report of each lesson which is ultimately sent to the teacher.* The tutor returns fifty cents for each five dollars earned to the director. The funds are used to maintain the telephone answering service at the home of the director, to purchase some materials, and to assist the very few parents who are unable to afford the fee. The aforementioned does not account for very much money; the bulk is used for awards to the most responsible and dedicated tutors. In June, 1981, $2,800.00 was awarded to six such tutors.

The standards are high and the rules are strict. Changing of the tutoring dates and cancellations are not permitted except for five reasons: very serious illness, death in family, snowstorms, major holidays, and certain

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* See Appendix B, pg.67

major events, such as induction into the National Honor Society. If a parent cancels, the tutor immediately calls the director who then calls the parent for a determination. If the reason is not satisfactory, the parent must pay for the missed lesson. If a tutor cancels frivolously once, he must make up the lesson free of charge; if he cancels a second time, he is dismissed. There are very few parental cancellations and only two or three tutor cancellations each year.

The dates on the written reports which are submitted each week are copied by the director onto the tutor's chart every Friday night. Over the weekend, besides alphabetizing the forms by subject teacher and preparing them for inter-district distribution on Monday morning, the director personally calls <u>every</u> tutor who has not turned in his forms and has not reported that fact when the cancellation occurred. Very few tutors repeat that offense.

The relationship between the director and the tutors is very strong. That, besides the awards, accounts for their reliability and loyalty. Tutors can and do call the director at home whenever they have a problem, and their problems are not always related to tutoring. Tutors with serious problems are invited to visit the director at home, as the director lives in the district. Several such visits occur each week. The relationship with the tutors, that often endures long after they graduate, is one of the most

rewarding facets of the program for the director. Also, several tutors have graduated from college and have returned to Clarkstown as teachers.

The director must also maintain contact with the teachers of the tutees and must frequently travel to all of the schools to obtain materials for the tutors.

The tutoring is done at the home of the tutee. The parent of the tutee provides the transportation, unless the tutor drives. Each lesson lasts for at least one hour. The cost is five dollars per lesson and there is no charge for overtime nor for additional assistance by telephone.

The training of tutors and the administration and supervision of the tutoring service takes about forty hours per week. The director is also a teacher of Spanish at Clarkstown High School North, although the tutoring service is run by the same director at both high schools.* On January 28, 1980, the director made an appeal to the Board of Education for more time during the school day. As a result, the program of the director which had previously been somewhat adjusted, was perfected, and an acclamation was made by the Board.** The director has a home-room, teaches three Spanish classes, and is excused from building assignments such as bus duty, study hall, and

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*See Appendix C, pg. 68

** See Appendix D, pg. 69

detention. The school day of the director ends at 12:00 M. The director is paid as a regular full-time teacher and receives no extra remuneration for the tutoring service.

The Director of The Clarkstown Tutoring Service is in complete charge of the program, but is responsible to the Assistant Superintendent. The Assistant Superintendent oversees the program because it encompasses all levels in every school.

There has been a 75-80 percent improvement rate achieved by the total of 5,700 students who have received student tutoring during the past fourteen years. It is obvious that the tutoring service is of high quality, successful, supported by the superintendent and the central administrators as well as by the Board of Education, and that the community can well afford the price.

During the school year 1980-81, of the 755 students who were tutored, thirty-three were elementary students. Last year, the ratio of the total number of students being tutored remained constant until the implementation of this project in January,1982. That represented 4 percent of the total. Some of the elementary students were referred by school personnel. Most learned by chance, because of an older child who had a tutor or who was a tutor, or from a friend or neighbor who had discovered that the tutoring service does help younger children.

It is logical to assume that if the need was there in grades seven, eight, nine and beyond, it may have been unmet before that. The tutoring service is able to provide that a youngster's future education be more productive by supplying as much necessary assistance as possible during the crucial early grades.

The problem was that too few students in the elementary schools were receiving the tutoring help that they needed and desired. The attempt was made to at least double the participation on the elementary level last year. The aim was to have at least sixty-six students in grades 1-6 being tutored by the Clarkstown Tutoring Service by the end of the last school year, June 25, 1982.

> "Hell is hardship, hardship.
> And you have to go to school
> until you are thirty years
> old."
> - Comment by ten-year-old
> fifth grader [7]

Too few students on the elementary level used the Clarkstown Tutoring Service. During 1980-81, based on the enrollment figures and the numbers of students tutored in each division, 13 percent of the students on the senior high school level received tutoring assistance, 6 percent of the junior high school population were tutored, and on the elementary level, 0.71, less than three-quarters of

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7 Louise Bates Ames, Clyde Gillespie, and John Streff, Stop School Failure, New York: Harper and Row Publishers, Inc. , 1972, 259.

one percent were tutored. Thirty-three students out of a total of 4,600 is not very impressive.

Based on interviews with the Director of Elementary Education, the need was much higher during the same period of time. As a result of the Pupil Evaluation Profile (PEP) tests administered in third grade, 3 percent of the students were performing below competency levels in reading and in mathematics. In the sixth grade, this figure increased to 8-10 percent. Those figures only account for those who may be identified by means of the PEP tests.

Some of that number, according to the Director of Elementary Education, are severe cases that do receive 3-5 hours of individual or small group resource help in school each week, and some are destined to become special education students. It is agreed that student tutors should not be called upon to work with the most severe cases. There are other children, however, not included in those performing very poorly on the PEP tests, who fail or perform poorly on classroom tests and have to bring home what their parents consider to be bad report cards. This may have a demoralizing effect upon the pupil.

> "How can we reduce the number of failures while at the same time eliminate the rule which guides some schools: a 'C' on his report card, a 'D' in his head?" [8]

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8 Sovetskaya Pedagogika (Soviet Teaching), Apr. '68. 14, quoted in Richard Renfield: If Teachers Were Free, New York: Dell Publishing Co., 1969, 66.

As stated previously, the children who are able to benefit from student tutoring are in need of help for various reasons. Some of them are below level in their basic skills, but many are on or above level. They are the children who are not achieving what they should, the frequent absentees, the newcomers, the underachievers and the anxious, as well as those who would thrive in a one-to-one situation.

The tutoring of the elementary students not only benefits the students receiving the help, but the tutors as well. It is also evident, from the literature as well as from the previous results of the tutoring service, that it works.

> No directive from Washington, no dramatic book, no authoritative bit of research prompted the increasing number of school programs in which students today are teaching each other. Rather, these tutoring experiments have risen spontaneously and simultaneously in many parts of the country, and have taken a great number of different forms. I can think of no other innovation, however, which has been so consistently perceived as successful. Wherever tutoring has been tried, educators declare that it works.
>
> The practice of students helping each other is not new, as anyone who attended a one-room school can testify. But today's new element is the anticipation of benefits to the tutor. It is hoped that he will develop his own academic skills or understanding further, that he will form better attitudes, become better adjusted

> or more adequate as a person, discover new interests or commitments for his life.[9]

There were 210 regular classes in grades 1-6 in Clarkstown in 1981-82. According to several principals, the Director of Elementary Education and the Assistant Superintendent, there is at least one child in each of the 210 classes who could benefit from student tutoring. Although raising the total of elementary students tutored to 210 would have been a noble goal, it was unrealistic last year. It was difficult enough to try to double the participation from thirty-three to sixty-six. "A journey of 1,000 miles begins with one step."[10]

Attempts to increase participation had been made in the past and had been relatively unsuccessful. Each elementary principal and several teachers in each school had been interviewed about the problem. The principals say that they agree in principle, but have referred very few or no students. The sentiments of the teachers range from polite toleration to outright resentment. The only

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9 Herbert A. Thelen. "The School Review", Tutoring by Students, LXXVII, September-December, 1969, 229.

10 Lao-Tsze, The Simple Way, #64, quoted in The Home Book of Quotations, Classical and Modern, selected and arranged by Burton Stevenson, 6th. revised edition, New York: Dodd, Mead & Co., 1952, 2,039.

teachers on the elementary level who were somewhat supportive were those who were the parents of tutors or the parents of secondary level students who were being or who had been tutored. Usually, teachers do cooperate once a job has been arranged because their principals cooperate and because the tutoring service does have the support of the central office and the Board of Education. All do not cooperate, however, as indicated by the following telephone conversation between the director and an elementary teacher.

> "Teachers don't appreciate these kids doing the tutoring. Only professionals should tutor; kids can do damage. Teachers need these jobs, not kids. Teachers will take anything."[11]

Teachers do not usually openly oppose the tutoring service, and it is hoped that those feelings of bitterness are an exception to the rule. The teachers were not, however, recommending their students for help.

Parents who have found out about the service themselves and who have sought assistance, all say that they wish that they had known about it sooner. The parents of secondary school students have said that they wish that they had sought help in the earlier grades. The parents of the elementary children of Clarkstown had to be informed

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11 Telephone interview with an elementary school teacher, Clarkstown School District, New City, N.Y., September 15, 1981.

so that the needs of the children might be met.

By the end of the last school year, June 25, 1982, it was hoped that at least sixty-six students in grades 1-6 would have student tutors provided by The Clarkstown Tutoring Service. It took the entire school year, from September 8, 1981 to June 25, 1982, for this to occur, as the students may hire their tutors at any time. The final tabulations were made during the last week in June.

The primary purpose of any additional help is to increase the understanding of the students being assisted and to raise their grades to acceptable levels. There are, however, many additional benefits to be gained for all of the participants involved. The relationship between tutors and tutees has received attention in the literature.

> Traditional notions of teaching/learning would suggest that in such a transaction one party gives and the other receives. We have suggested that this not be the case-both tutor and tutee can benefit, and gain to each derives from the interaction between the two. The relationship is, in a sense, symbiotic. The tutor and tutee benefit in different ways. And from the data it appears that the tutor may benefit in a greater number of ways, as a greater number of mechanisms appear to be tapped by the process of tutoring.[12]

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12 Alan Gartner, Mary Kohler and Frank Riessman, Children Teach Children, New York: Harper & Row, 1971, 52.

The tutors became more responsible, confident, and patient, and they received academic benefits as well.

> In learning by teaching, the child who is teaching finds a meaningful use for the subject, a use that goes beyond his own self, a utility for his knowledge and one may even call it a social use of knowledge. Related to this is the experience of many tutors that their new role demands their learning more or understanding the subject better in order to fulfill the expectations of the child who is being taught. The tutor reviews the material; he has to organize, prepare, illustrate the material to present it to his student; he may try to reshape or reformulate it so as to enable his pupil to learn it and thus himself sees it in new ways; he may need to seek out the basic character of the subject, its structure, in order to teach it better, and may thereby himself understand it better.[13]

More parents of tutors will be satisfied as more students will be tutoring in order to accommodate the added volume. Every satisfied parent is a voting citizen who will serve as a positive force for the district. The same effect, of course, applies to the parents of the tutees.

The tutoring experience for both tutor and tutee is a pleasant one.

> Much significant learning is acquired through doing. Learning is especially

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13 Ibid., 62-3.

> effective because the individuals are trying to cope with problems which they are currently experiencing. Learning is facilitated when the student participates responsibly in the learning process.[14]

In addition, children like to receive special attention and they like to look up to an older child. The entire program makes good educational sense for all concerned.

> Bronfenbrenner, in his comparative study of children in the U.S. and the U.S.S.R., cites a number of studies relating to the power of modeling. Noting that American children are more likely to look to their peers as opposed to adults for models, Bronfenbrenner states, "The most needed innovation in the American classroom is the involvement of pupils in responsible tasks on behalf of others within the classroom, the school, the neighborhood, and the community."[15]

It was hoped that some of those concerned would be elementary level teachers. When the teachers overcome their initial resentment, they find the tutoring experience beneficial not only to their students, but rewarding and exciting for themselves as well.

> The teacher's role may expand from one of sole dispenser of knowledge to include that of resource person,

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14 Carl R. Rogers, Freedom to Learn, Columbus, Ohio: Charles E. Merrill Publishing Co., 1969, 182.

15 Gartner, et. al., 55-6.

> manager of learning, or orchestrator of various teaching-learning activities.[16]

The additional outcomes were as varied as they were exciting, but they all depended upon the one primary objective which was to double the elementary participation from 33-66 tutees during the academic year, September 1981-June, 1982.

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16 Ibid., 56.

CHAPTER II

RESEARCH

It must be understood that the Clarkstown Tutoring Service is not the same as the many other tutoring experiments in the United States. Indeed, there are student tutoring programs in many areas but the only similarity is that of using students to do the tutoring.

> The tutoring programs offered in the elementary and secondary schools today differ from yesterday's tutorial programs in an important way. In most modern programs, children are tutored by peers or by paraprofessionals rather than by regular school teachers or by professional tutors. This change has dramatically affected the availability of tutoring programs in schools. No longer a luxury open only to the few who can afford to pay, tutoring programs are today available to nearly all students in public schools throughout the country.[1]

All tutoring in Clarkstown is done after school at the homes of the tutees. There is no small group tutoring; all lessons are individual. There are no economically disadvantaged tutors nor tutees. No Clarkstown High School

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1 Peter A. Cohen and James A. Kulik, "Synthesis Of Research On The Effects Of Tutoring", Educational Leadership, December, 1981, 227.

student may join the tutoring service unless he is an above average to exceptional student. There are financial penalties for cancellations imposed upon the parents, and work penalties imposed upon the tutors. There are very generous cash prizes awarded to tutors for dedication and excellence of service. No monies are received from the district nor from state nor federal funds. The Clarkstown Tutoring Service is completely self-supporting. The director donates most of the supervision and administration time voluntarily, and has built an extension of the school district at home. These are the differences which make the Clarkstown Tutoring Service unique.

The basic idea of using students as tutors, however, is not new by any means. The idea is lauded throughout the literature.

> A school is good when it places in a teaching role the greatest variety of people- for example, paraprofessionals, interested laymen, and even students. Incidentally, the best research we have on teaching effectiveness suggests that: (1) students learn more when they are taught by other students than when they are taught by teachers, and (2) students who function as teachers learn more than when they are functioning as students. That's a parlay that only the foolish would neglect, and in the best schools, ample use is made of students as teachers.[2]

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[2] Neil Postman and Charles Weingartner, The School Book, New York: Delacorte Press, 1973, 39.

Postman and Weingartner not only recognize the basic reasons for a student tutoring service; they recognize one of the main reasons for teacher resentment as well.

> The big problem with using students and laymen as teachers is over the question of professionalism. How professional are "professional" teachers? Although teachers are professionals in many legitimate meanings of the word, they are not professionals in one sense. They do not have command of a complex body of knowledge or generally accepted, replicable procedures which ensure that they will obtain better results than people who have not been certified as teachers. Whereas we may reasonably assume that there is a considerable knowledge gap between an amateur and a professional in the field of neurosurgery, there is no such gap between an amateur and a professional in teaching. [3]

It is not suggested that student tutors can or should take the place of teachers, but teachers should realize and accept the benefits for all which are offered by such a program.

> Pupils can often relate to each other better than teachers can relate to them, whether in the learning process or in cases of breach of discipline.[4]

There are other obvious benefits to peer tutoring.

> A teenage tutor usually escapes the teacher or grown-up label, in the child's eye. Here is someone much closer to his own plane, yet possessed

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3 Ibid.

4 Renfield, 38.

> of a certain status that goes with a big boy or girl. The child finds it flattering to be teamed, even for study, with such a person. A teen of this type is an exciting all-around model for a child. How tempting can be the footsteps, and not just in study, of this admired big friend.[5]

JANICE AND TOBY- FRIENDS IN LEARNING

The academic benefits for the tutee are also beneficial.

> The individualization of instruction is increased when the tutor can give his full attention to the tutee, and only one person's choices among activities and materials have to be considered.[6]

There are very few educational programs which offer students extra help with an important emotional benefit as well.

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5 Dorothy Rose, "Teenage Tutor Can Fill The Bill", The New York Daily News, November 13, 1970, unpaginated.

6 Thelen, The School Review, 20.

> The relationship gives the younger child a big brother or sister who can guide him during the year.[7]

"BIG SISTER" KATHY AND TOM - A PERFECT RELATIONSHIP

The benefits for the tutors are many, and are discussed at length in the literature,

> Thelen places special emphasis upon the emotional effect upon pupils. Not only does the child gain new interests, but he may become better adjusted, more adequate as a person, and attain better

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7 Ibid.

> character...to decrease the self-centered and materialistic orientation of the children and to change them from spectators (pupils) to participants (teachers). Given the opportunity to play a variety of roles, both subordinate and superordinate, the child thereby may be better prepared to occupy the variety of roles found in our increasingly complex adult society. The child who is a teacher comes to play a role of responsibility and leadership as part of a helping relationship.[8]

The building of ego strength and self-respect among the tutors as a result of tutoring is an exciting prospect.

> The way in which one builds ego strength, just as the way in which one learns, may have effect upon how one grows and learns in the future. Having developed strength by and learning from helping another, as contrasted with doing so at the expense of another, may lead the individual to see self-growth and individual learning as part of a cooperative collegial relationship, not necessarily one of competition or at the expense of another.[9]

Some of the benefits are clearly applicable to both tutor and tutee.

> Negative self-attitudes can be changed to high self-esteem by providing a child with a climate of acceptance and experiences of success.[10]

Some of the teachers who would wish to detract from

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8 Gartner, et. al., 67-8.

9 Ibid., 66.

10 Ames, et. al., 73.

a student tutoring program, claim that no student, regardless of his knowledge and training, can teach. Many have claimed to the director that the tutors only want the extra money. In explaining the role of pupil-tutors in "Potseloo", Renfield explains:

> Pupils almost always wanted to prepare well for their teaching tasks; some of their best learning and thinking has resulted from the need to explain to others. In addition, they were proud of the confidence shown in them.[11]

Perhaps some teachers ought to re-examine their own feelings and motivations. A teacher should welcome a chance to be of assistance not only to his own students on his own level, but to others as well if that is possible. The high school tutors are also students.

> Potential tutors are in every classroom; undergraduate students in public universities; high school students; students below the high school years yet of sufficient age that their experience is of value to students who are younger still, although younger students can tutor older students quite successfully. Think of the high schools of America, filled with students yearning for the chance to do something other than be a student. Many of them would leap at the opportunity to help a fellow student.[12]

Making the service known to the school staffs has not really worked. Several years ago, the director had a

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[11] Renfield, 38.

[12] Harvey B. Scribner and Leonard B. Stevens, Make Your Schools Work, New York; Simon and Schuster, 1975, 52-3.

future teacher program for the elementary schools.* That was not warmly received either, although it provided much help to teachers. Many elementary teachers did not cooperate with the future teachers, and some who did are still opposed to the tutoring service. Public advertising would be costly and would detract from the prestige of the tutoring service.

The tutoring service is so expansive that it involves thousands of people each year. As a result, some influential parents who are involved in school organizations have offered ideas and assistance. Other ideas had been discussed over the years with sympathetic administrators and board members.

The suggestions ranged from displaying advertisements in supermarkets to speaking before the Central Council of The Parents' Association. It had been suggested by one elementary principal that a presentation by the tutoring service be made at a faculty meeting at that school. It had been suggested by the Director of Elementary Education that the Director of the Tutoring Service meet with all of the principals at one of their weekly meetings. It had been suggested by the Assistant Superintendent that the service be mentioned in The Graphic, which is the newsletter of the Board of Education.

Some of these ideas seemed to be good; some did not.

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* See Appendix E, pg. 70

There had to be more ideas. It was imperative to solve the problem because of its importance to so many people.

> The message from the educational literature on tutoring programs seems clear enough. These programs have definite and positive effects on the academic performance and attitudes of those who receive the tutoring. Tutored students outperform their peers on examinations, and they express more positive attitudes towards the subjects in which they are tutored. Tutoring programs also have positive effects on students who serve as tutors. Tutors not only develop more positive attitudes toward the subjects that they are teaching, but they also gain a better understanding of these subjects.[13]

It is a well-known, widely-accepted and proven fact that student tutoring is necessary for some individuals, and that it is beneficial. Individualization of instruction is proclaimed in all of the literature as highly desirable, and "one-to-one tutoring is the ultimate form of individualization."[14]

THE ULTIMATE FORM OF INDIVIDUALIZATION

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13 Cohen and Kulik, Educational Leadership, 229.

14 Ralph J. Melaragno, "Pupil Tutoring: Directions for the Future", The Elementary School Journal, May, 1977, 384.

Furthermore, it is a fact that such tutoring should be pervasive in scope not only across all educational levels, but across economic and social levels as well. There is no reason why the elementary youngsters of a wealthy or middle-class community should not have the same assistance which is offered to poor children. The methods may be different and some of the underlying reasons for peer tutoring may vary, but there are similarities between all children. Therefore, the results for the wealthier children should be at least the same as for the poor children, maybe even better.

> Most tutoring has involved educationally disadvantaged pupils- children of poverty or minority children. The use of tutoring with middle-class Anglo pupils has received less emphasis yet there are compelling reasons for believing that such pupils also could profit frbm tutoring.[15]

Choosing the solution strategy was a thoughtful, but not difficult task. The displaying of signs in public places, next to advertisements for used cars and lost pets, was contraindicated for an economically prestigious and status conscious community. Such a practice would also have embarrassed the school district. It is one thing to inform the parents of the Clarkstown children in grades 1-6 about available solutions to their problems; it is quite another to publically shout the information to one and all, residents and visitors alike.

The solution had to come from outside the schools themselves. To appeal directly to the elementary teachers,

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15 Ibid., 386.

at least as one of the first steps, would have been an exercise in futility. In too many cases, "teachers may feel threatened by a successful tutor."[16] For every problem or task, there are multiple solutions ranging from the easiest to the most difficult. It is not necessary to choose the most difficult if easier, more comfortable alternatives exist. To cross the Amazon River by foot would not be courageous, but foolish. To have appealed to elementary teachers directly at their faculty meetings would not have demonstrated a lack of cowardice, but a lack of intelligent thinking.

> Retreat is not flight. Valor which is not founded upon the basis of prudence is called temerity, and the successes of the rash are rather to be ascribed to good luck than to courage.[17]

It would have been impossible, of course, to have achieved the objective without any increased cooperation from the elementary schools. Unfortunately, some stress was necessary in order to achieve a solution. Some stressful

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16 Gartner, et. al., 71.

17 No huye el que se retira. La valentía que no se funda sobre la basa de la prudencia se llama temeridad, y las hazañas del temerario más se atribuyen a la buena fortuna que a su ánimo.
Miguel de Cervantes Saavedra, Don Quijote De La Mancha, Madrid: Juan de la Cuesta, 1605. Edición de Las Américas, New York, 1958, Parte II, Capítulo XXVIII, 745. Translated by the researcher.

situations as part of the solution were circumvented or avoided, but all could not be ignored. Rather than ignore, it was necessary to turn to the research in order to understand.

> School personnel- teachers and administrators- have not always shown great enthusiasm. Tutoring bothers them because it disproves some strongly held views- "It takes a certified teacher to get students to achieve academically." Tutoring embarrasses them because its success at least implies that their conventional teaching methods are inadequate.[18]

In order to appeal to the staffs of the elementary schools, it was necessary first to appeal to their administrators. First of all, it would have been easier to speak to a group of twelve principals than to a group of many more teachers. The principals would be more open-minded and are in a position to influence their own teachers. The Director of Elementary Education, the leader at such a meeting, would convey district support by his presence and his remarks. The Assistant Superintendent would attend as well.

The Director of the Clarkstown Tutoring Service requested permission to appear at a meeting of the elementary principals, and planned a persuasive and gentle presentation. Careful planning using the newly acquired

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[18] Melaragno, The Elementary School Journal, 387.

research, the present reputation of the tutoring service, and the support of the Director of Elementary Education and the Assistant Superintendent, would have helped to make this exercise less stressful and more successful.

One of the major objectives of that meeting, besides alleviating the natural concerns of the principals regarding tutoring, would be to inform them of the remainder of the solution strategy and to enlist their support. It was hoped that once the principals accepted the importance of tutoring and the need both for their students as well as for the high school students, they would try to influence their own teachers.

> Tutoring calls for teachers to cooperate across grade lines to the advantage of both tutor and tutee.[19]

The need and the experience required that the appeal be made to the parents themselves. A questionnaire prepared by the director was sent to the parents of the sixty-four elementary students who had been tutored over the three years preceding the questionnaire.* As well as requesting information about the tutoring, ideas concerning the problem were solicited from them. Other questionnaires were sent to two other groups: to the present and past tutors of

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19 Thelen, The School Review, 10.

* See Appendix F, pg. 71

elementary students,* and to the parents of the tutors.** As one result of the returned questionnaires, an informative pamphlet about elementary tutoring was prepared by the director.*** Many pamphlets were given to the president of the Parents' Association of each of the twelve elementary schools for direct distribution to the parents.

In addition to the pamphlet, the attempt was made to place a short article in the parents' newsletter of each elementary school, and to offer personal presentations to each group at one of their meetings. With the support of the principals, that might finally become a reality.

Other ideas came as a result of the questionnaires, and were evaluated and acted upon by the director with the approval of the Director of Elementary Education and the Assistant Superintendent.

Many telephone calls ensued as a result of this plan. The director's answering service was able to handle the increased volume of calls and the director was able to make the time to act on them. The time, desire, and energy were available to handle the expected increased tutoring volume in the future, therefore the time, desire, and the energy were available for all of the preparations.

As a result of the aforementioned efforts as well

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*See Appendix G, pg. 74

** See Appendix H, pg. 79

*** See Appendix I, pg. 81

as the increased volume, teacher attitudes may eventually change for the better. This would be a most desirable outcome for the ultimate benefit of all.

> Teachers would have to welcome as valued participants in a common endeavor, not as threats to their status and professional role, the tutors who work with their students.[20]

The research and the planning were finally completed. The next step was the actual implementation, which had to be done very carefully in order to have the entire district cooperating for a common goal of such importance.

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20 Scribner and Stevens, 54.

CHAPTER III

METHOD

The implementation of this plan began in January, 1982. The director, using records from past years as well as the present, compiled two lists. One list stated the names, addresses, and telephone numbers of the sixty-four elementary students who had been tutored during the past two years as well as those being tutored during the period of the implementation. It took two weeks for the director to call each parent in order to explain why a questionnaire was being sent. The questionnaire and a stamped self-addressed envelope was sent to each parent. Forty-three of the sixty-four questionnaires were returned.

The second list stated the names of those tutors, still in high school, who had previously tutored an elementary student or who had an elementary assignment during the period of the implementation. The director then prepared two questionnaires for each tutor, one for the tutor and one for the parents of the tutor. The questionnaires were distributed to the tutors at each high school by the director, and were returned the same way. It took only one week to distribute the questionnaires to the forty-four

tutors; the return took three weeks. All forty-four tutors and all forty-four parents of tutors responded.

The three questionnaires took the director two weeks to formulate, type, and copy. The Assistant Superintendent suggested using a stanine on the tutors' questionnaire in order to measure feelings and attitudes. He is very interested and supportive. The questionnaires for the parents of the elementary students were mailed over a two week period, as each parent was contacted by telephone.

The paper, envelopes, and copying facilities were provided by the two high schools. The director paid for the stamps. All of the responses were collated and tabulated by the director. One month was sufficient for that task.

New ideas suggested in the replies were evaluated by the director. Some suggestions were discussed with the Assistant Superintendent. The results of the questionnaires, although they did not directly influence the results of the practicum, did help to make the pamphlet Tutoring for Grades 1-6, Why? more interesting.

All of the tutors indicated that tutoring helped them to be more understanding, patient, caring, responsible, and self-confident. Most of them answered that tutoring made them feel more important and that it helped them to develop leadership abilities. The tutors also thought that tutoring helped them to develop more insight into the teaching-learning activity. They did not think that tutoring helped

them to solve personal problems better, and very few felt a stronger sense of community due to the crossing of grade lines.

Their comments were almost entirely positive. Examples of some of the comments of the tutors follow.

"It makes me feel great inside to know I helped someone mature in learning."

"I have found new ways to approach old academic problems."

"I like saving somebody from giving up."

"I REALLY CARE ABOUT HER AND WANT HER TO DO WELL."

"I have a committment to uphold. I realize that I have to switch my other activities around in order to make time for my first priority, tutoring."

"Tutoring makes me feel that there is always hope for all students."

"I realize that if I can help to clear up his problems, I can probably save him a lot of difficulty and expense later on."

"I TRY TO MAKE EACH LESSON INTERESTING
AND FUN."

"I LOVE IT WHEN MY STUDENT'S FACE LIGHTS UP WITH THE HAPPINESS OF ACCOMPLISHMENT."

"I HAVE BECOME CLOSER TO THE STUDENT I AM TUTORING AND CARE AS MUCH ABOUT HER AS I CARE ABOUT MY OWN SISTER."

The parents of the tutors all felt proud of their youngsters as a result of the tutoring activity. The parents like the facts that the tutors may choose their own hours, that they are picked up and brought home by the tutee's parents, that they are constantly supervised, that they are paid well, and that they are taught to be more responsible and independent.

The parents of the tutees were very generous in their praise of the tutoring service and critical about the lack of publicity. Every one of the respondents indicated that the service would be called upon again if needed and that the service would be recommended by them to others.

Many of the parents were disturbed they had to learn about the tutoring service by chance. They did not understand why it was not recommended earlier by school personnel. Some criticized the fact that they had to provide transportation for the tutor. Most of them realize, however, that providing the transportation is necessary if young tutors at reasonable prices are to be employed. They also realize that the advantages far outweigh that minor inconvenience. Rockland County does not have a good public transportation system. They like the availability of the director in case of any problems. The vast majority of the parents were very satisfied with the results. Some of the comments of the parents of elementary tutees follow.

"HE FEELS THAT HIS TUTOR IS A FRIEND AND RELATES SO WELL TO HIM."

"His tutor reached him which we and his siblings were unable to do."

"He looks forward to the help and his marks are improving."

"MANY TIMES HE EXPLAINED THE WORK IN A WAY THAT MY CHILD UNDERSTANDS BETTER."

"WE WERE VERY HAPPY BECAUSE THE TUTOR BECAME NOT ONLY A TEACHER BUT ALSO A FRIEND TO OUR CHILD. SHE TRULY LOOKED FORWARD TO HER WEEKLY LESSONS."

"I felt that a younger student would be able to relate very well to a teen student. I felt that a teen student would eliminate the authoritative factor often associated with learning."

"There is a need for tutorial assistance despite the best efforts of an effective in-school program because each child learns at a different pace."

"The charge for tutoring is within my means; it's the best bargain in town."

"IT GAVE MY CHILD A SUPPORT SYSTEM AS IN NO OTHER WAY POSSIBLE, AS THE TUTOR WAS LIKE A BIG SISTER RATHER THAN ANOTHER DISCIPLINARY FIGURE."

"This program works! It takes a lot of strain off of us as his parents."

"We are ecstatic with the results of our child's tutoring."

"My son now enjoys doing homework."

"He can't wait until the tutor arrives, has brought his grade level up, and now has good feelings about himself."

"I was just as satisfied with this tutoring as I was with a much higher priced tutor."

"MY CHILD AND THE TUTOR REALLY CARE ABOUT EACH OTHER."

"My work schedule precludes my having much time to supervise at-home work."

"The tutor has given us such a sense of hopefulness."

A comment made by almost all of the parents was "I wish that I had learned of this service sooner."

All of the respondents, the tutors, their parents, and the parents of the tutees, gave suggestions for publicizing the service. Some of the suggestions were not acceptable for various reasons, such as to advertise on the local radio station, to distribute fliers in supermarkets, or to attach a flier to every elementary report card. Others, however, were very good. The ideas of writing a pamphlet, and to speak at P.T.A. meetings, were suggested by many respondents.

Whether the suggestions were acceptable or not, all of the respondents seemed to be interested in the prospect of expanding the tutoring service and were eager to help.

Communication between the director and the Assistant Superintendent has always been very convenient. Telephone communication is possible every day, if needed, since both parties adhere to the custom of arriving at work at least one hour early. Personal appointments are not difficult to arrange. The Director of Elementary Education is not difficult to reach either. This project was in very good hands.

The director requested permission to speak at an elementary principals' meeting. About two weeks were needed to plan the presentation, which was done at the same time

as the collation and tabulation of the questionnaires. The presentation, which was written by the director, had five parts: (1) statement of the problem using current statistics, (2) the case for tutoring by students using quotations from this practicum and from the parents, (3) an explanation of how the Clarkstown Tutoring Service would work to help rather than threaten, (4) an explanation of this project, and (5) an appeal for support. Actually, it was inconvenient to arrange that meeting, due to other pressing matters during the last quarter of the school year. It was decided, instead, to postpone the meeting until the end of the first quarter or beginning of the second quarter during the next school year.

Instead of attending the meeting, the director either called or visited eleven of the twelve elementary principals to discuss the project. The purpose of that contact was to inform the principals of the efforts to be made to increase elementary participation and to ensure cooperation. Two of the principals seemed to be very interested and nine were mildly interested. The decision not to contact the principal of Street Elementary School will be explained subsequently.

Contact was made by the director with the President of the Parents' Association Council. After obtaining the names and telephone numbers of the president of each elementary school parents' association, the director contacted them and arranged for publicity in their newsletters. These

contacts took approximately one week, and the same information was sent to each president for publication.*

The offer of a presentation by the director and several tutors was made to each president and to the President of Council.

The most ambitious part of the implementation took place before the contact with the P.T.A. s. The writing, printing, collation, and distribution of the pamphlet Tutoring For Grades 1-6: Why?** was the most ambitious project. It was suggested by several of the tutors and parents in the questionnaires.

The director, using comments from many questionnaires, wrote the pamphlet in one week. A tutor illustrated the cover. The director typed the original copy and used district equipment to duplicate. Using tutoring profits, one carton of xerox 8 x 11 paper was purchased from the district for twenty-five dollars. The carton contained ten reams of 500 sheets of paper. Since two sheets of paper were necessary for each pamphlet, 2,500 pamphlets were produced. The director used the Xerox 9400 machine housed in the junior high school. The copying took three days during the Easter recess for a total of eleven hours. During the copying, the pages were automatically collated by the 9400. Several junior high school

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* See Appendices J-T, pgs.82-92

** See Appendix I, pg.81

art classes stapled the sets the week after Easter recess.

A new phase of the work was then implemented. The director appeared at three P.T.A. meetings with six different elementary tutors and two hundred pamphlets at each. The pamphlets were distributed after the presentation and question-and-answer session. Only eight parents attended one meeting, but over forty attended each of the others.

At each meeting, at least two parents who were also teachers tried to question the validity of a peer tutoring service. In every situation, not only did the six tutors argue their cases very well, but other parents came to their aid with counter arguments. The tutoring service won every discussion that was turned into a debate.

At Little Tor School, the parents were so interested that the director was invited to the home of the president-elect to plan for the future. The result of that visit, and several subsequent visits, have increased the tutees from Little Tor 700 percent, from two to fourteen. The principal of Little Tor sent a flier home with every student.*

It was decided by the director at that point, and agreed to by the Assistant Superintendent, to eliminate the Street School. There were twelve elementary schools, but two, Chestnut Grove and Street, closed in June, 1982, due to decreasing enrollments. During the implementation of this

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* See Appendix U, pg.93

project, Chestnut Grove participated and cooperated. The reason for the inclusion of the closing schools was to inform all parents about the tutoring service. Schools close, homes do not. If the parents of the Chestnut Grove community had to wait until the following school year to be informed, their children could not have been tutored during the fourth quarter, the summer, and probably not during the first quarter of the following year either. The principal of Chestnut Grove will be transferred to Laurel Plains, as the principal of Laurel Plains retired in June. Since the relationship between the tutoring service and Laurel Plains is good, the transition will be smooth.

The case of the Street Elementary School was different. The principal of the Street School had told his P.T.A. president that "no student at Street needs tutorial help." He also indicated to the P.T.A. president that a tutoring service presentation at a Street meeting would, therefore, not be a good idea. The tutoring article was not put into the P.T.A. newsletter either. The president of the Street P.T.A. seemed to be very concerned about the desires of the principal.

The Director of the Tutoring Service does have rapport with that principal, but realized two important factors. One was that the principal was very upset about the closing of his school and therefore it would not have been a good time to debate with him, and secondly, that the principal of Street would be the principal of Little Tor the

following year. The Little Tor P.T.A. is one of the tutoring service's strongest supporters, and that community is already well informed.

It was a sad decision to eliminate the children of the Street School area. However, they will be approached at their new schools in the near future. Also, it must be realized that success is rarely 100 percent, and eleven out of twelve is a very good percentage. The decision to approach the principal with strong P.T.A. support at Little Tor rather than at Street was politically the best decision.

The three P.T.A. meetings at which the tutoring service presented its program were very successful. At one of the schools, no additional tutees were enrolled in the program, but the climate was positive and valuable contacts were made. At each of the other two schools, the enrollment increased and valuable contacts were made for the future.

The implementation of presenting programs at P.T.A. meetings began too late in the year to be able to include every school. Therefore, the director contacted the P.T.A. President at each of the other seven schools, arranged for a presentation during the following school year, and went to the home of each of the presidents to deliver 200 pamphlets. Each president gave the pamphlets to her executive board for distribution. Many new tutees were enrolled due to this effort.

Research and experience have proven that many elementary teachers feel negatively about student tutoring. Therefore, as the enrollment grew, the director visited or called

each teacher of a new tutee before the visit of the tutor. The personal contact, as well as the presentation of a copy of the pamphlet to each teacher, was productive. Some of the teachers even recommended a student or two to the tutoring service.

The implementation of this project was busy and interesting. The results are the most exciting aspect of the entire effort.

CHAPTER IV

RESULTS

The objective was more than achieved. The objective was to have sixty-six students of the public schools of Clarkstown in grades 1-6 being tutored by members of the Clarkstown Tutoring Service by June 25, 1982.

The result was that seventy-six public elementary students were being tutored by the Clarkstown Tutoring Service by June 22, 1982. The final effort to increase the enrollment of elementary students began on the day of the first P.T.A. presentation, April 12, 1982. The enrollment at that time was forty-nine. A count was made on April 24, on May 8, May 24, and finally on June 22. Counted were the total number of tutees on all levels, the number of elementary tutees added in the period, and the growth of enrollment, if any, from each of the twelve elementary schools.*

As each parent calls for assistance, the director arranges for the tutor and enters the information in two places when the final arrangements have been made. The two

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*See Appendix V, pg.94

places are a card catalog arranged alphabetically, and a large book arranged by the date of the initial call. All arrangements are made within twenty-four hours of the first call, even on weekends and holidays. Each time that a student's name is entered in the two places by the director, the count increases by one. In the very rare event that a job is entered and never consummated, the count is reduced.

The director tabulates the numbers being tutored in each category every twenty-five jobs. The categories are: (1) grades 1-6, (2) grades 7-8, (3) grades 9-12, and (4) private.* The tabulated count is sent to the Assistant Superintendent every one-hundred jobs.**

At two of the elementary schools, there was no participation before nor after implementation. Street School will close, and a major effort will be made by the tutoring service at Link during the school year 1982-1983.

On June 3, 1982, the director and the principal of Link conferred by telephone. The principal was concerned

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* Adults and students living in Clarkstown but attending private schools or no schools. The objective of sixty-six refers only to the elementary students in the public schools of Clarkstown.

** For the first several years, from 1968-1973, the count was reported to the Assistant Superintendent every twenty-five jobs. It was then changed to every fifty jobs. Since 1978, it has been reported every one-hundred jobs although the elementary percentage had never changed and the time between reports becomes shorter every year.

that there was no participation although the article about the tutoring service was published in an even longer form than usual in the P.T.A. newsletter.* The principal suggested that the director confer with the president-elect of the P.T.A. That was done, and a plan to publicize the Clarkstown Tutoring Service to the parents of students who need help at Link will begin in September, 1982.

At four of the elementary schools, the enrollment increased by one or two tutees, and at three schools it remained constant. One of those schools is closing. Presentations at P.T.A. meetings and more articles in the P.T.A. newsletters are some of the efforts to be made in the near future at the remaining six elementary schools.

At three of the schools, enrollment increased by three, seven, and nine respectively. The reason for the most dramatic increases was the personal involvement of the director with influential parents and receptive teachers. This procedure will be continued and expanded to include the other eight schools. During the scholastic year 1982-1983, more time will be available for such an effort than was available during the time allotted for the implementation.

Totals are important, and the results of many projects are stated numerically. Also important, however, are the changes in attitudes and in relationships. Many tutors of elementary subjects had previously felt that they

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* See Appendix O, pg. 87

were not as important as the tutors of the more difficult secondary subjects. This project resulted in increased feelings of self-esteem and pride for the elementary tutors. Many parents, teachers, and administrators experienced feelings of confidence as the tutoring service became more publicized.

Most important are the beginnings of feelings of cooperation and comraderie between student tutors and elementary school professionals, and between the elementary and secondary levels of the district for a common goal.

CHAPTER V

RECOMMENDATIONS

Increasing the number of elementary students being tutored from thirty-three to seventy-six was just the beginning. Now that that has proven to be possible, perhaps the ultimate goal of one in each class may be achieved.

As the elementary count increases, the junior high count will increase as well. Not only will so many additional pupils be able to learn more, but more tutors will be needed and they will learn also. It will prove to be an on-going learning experience for everyone. "Every child, every person, can delight in learning."[1]

There were 316 tutors during the scholastic year 1981-1982, and all except two had at least one job. If many more tutors are needed, promising ninth grade students will have the opportunity to join the tutoring service. That will encourage more junior high school students to achieve excellent grades sooner.

Eventually, it is hoped that as a result of

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1 George B. Leonard, Education and Ecstasy, New York: The Delacorte Press, 1968, 61.

greater familiarity with the tutoring service, more of the negative teacher attitudes may dissipate. Each goal will have an effect on the other. As teachers become more positive, they will recommend more of their students for help, and the tutoring service will grow.

In addition to the growth in numbers, more positive feelings will lead to a growth of sympathy and trust across all grade levels.

> The establishment of teaching and learning as a common goal, shared by parents, teachers, and pupils, will cause these groups to have more concerns in common, to develop a common realm of discourse. They will also begin putting themselves in the place of the other, thus making possible a higher degree of sympathy and trust.[2]

The pamphlet that was prepared as a result of the returned questionnaires will be used in the future. Parents will never again have to say: "I wish that I had known about it sooner."

There is one last idea that may be possible as a result of this project. Albertus Magnus High School is a private, parochial institution in Clarkstown. A few students from Albertus have been tutored every year by the Clarkstown Tutoring Service. About seven years ago, one of the sisters from Albertus, a department chairman, expressed interest in the tutoring service and arranged an appointment at

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2 Thelen, The School Review, 19.

Clarkstown High School North with the director. The entire operation was explained and the sister was offered cooperation from the director to help her to organize a tutoring service for the parochial sector.

Seven years have passed. Every year a few more Albertus students request assistance. In addition, requests from the two parochial elementary schools have increased at a gradual rate. A parochial tutoring service has not yet been established.

During the year of the implementation, the director visited the school several times because ten Albertus students were being tutored. The administrators and the teachers there are very cooperative, impressed with the quality and efficiency of the tutoring service, and are appreciative of the help given to the Albertus students. Even the guidance counselors at Albertus suggest the Clarkstown Tutoring Service to some parents.

It is becoming more and more evident that if the request for tutors for Albertus students continues to grow, tutors will be necessary from Albertus. Once the problem concerning the public elementary students is completely solved, serious thought will be given to allowing Albertus honor students to join the Clarkstown Tutoring Service.

The entire operation would be controlled as it is now, and public and private students of Clarkstown

would tutor each other. The financial details would be easy to work out. Albertus students would submit Clarkstown tutoring forms and would benefit from the award system. The only problem that the director has not yet considered is how to deal with Albertus honor students who do not live in Clarkstown. It has always been the policy of the tutoring service not to tutor anyone who is not a Clarkstown resident. The possibilities are many; it is really too early to discuss this at the present time. However, the Clarkstown Tutoring Service as it is today started with a single idea.

To increase the elementary participation to at least sixty-six students seems to have been a simple objective. It was not simple, but it was interesting and rewarding. It was, in fact, the first step towards a significant expansion of this important service.

THE BEGINNING

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BOOKS

Ames, Louise Bates; Gillespie, Clyde; and Streff, John. Stop School Failure. New York: Harper and Row, 1972. This book is about why some children fail in school, how to identify the causes, and suggestions about what can be done for various types of problems. It also suggests to the schools themselves, ways of being more effective for many different types of students. It instructs parents how to deal with schools and school problems.

Cervantes Saavedra, Miguel de. Don Quijote De La Mancha. Madrid: Juan de la Cuesta, 1605. Edición de Las Américas, New York, 1958. Parte II, Capítulo XXVIII, p. 745. Translated by the researcher.

Gartner, Alan; Kohler, Mary; and Riessman, Frank. Children Teach Children. New York: Harper and Row, 1971. This is a very significant book about education. It reviews important research done on what happens when youngsters tutor each other. It is a report of the processes in youth-teaching-youth projects and the experiences gained.

Home Book of Quotations, Classical and Modern. New York: Dodd, Mead, & Co., 1952.

Leonard, George B. Education and Ecstasy. New York: The Delacorte Press, 1968.
A creative, compassionate, thought-provoking book written for those who see the need for revolutionary thinking about our schools and the curriculum. A look at the potential school of tomorrow where the ecstasy of learning could be enjoyed.

Postman, Neil and Weingartner, Charles. The School Book. New York: The Delacorte Press, 1973.
Written in two parts, the first part explains what is wrong with the schools, what should be, and instructs parents to evaluate and to help to change the schools. The second part describes people important to education, educational vocabulary, and legal

decisions effecting schools. It is written with wit and humor, which makes it an enjoyable book to read.

Renfield, Richard. If Teachers Were Free. New York: Dell Publishing Co., 1969.
The author explains how schools should be by describing the ideal school system. He criticizes education that is, then explains how to achieve what should be. He has some, if few, good ideas. He includes interesting quotes from Russian educational sources.

Rogers, Carl R. Freedom to Learn. Colombus, Ohio: Charles E. Merrill Publishing Co., 1969.
Professor Rogers explains his theory of education, which is applicable at all levels, of freedom in the classroom. He gives frequent examples of the lessons as well as the critiques of students of all ages. He discusses the student as a person and the teacher as a person with feelings.

Scribner, Harvey B. and Stevens, Leonard B. Make Your Schools Work. New York: Simon and Schuster, 1975.
Dr. Scribner, former chancellor of the New York City Public Schools and presently a senior lecturer for Nova University's doctoral program for educational leaders, with Dr. Stevens, gives suggestions about how to make public education more effective. They explain their ideas and instruct parents how to introduce them to their schools in order to "make their schools work."

ARTICLES

Brozan, Nadine. "Parental Decision: Hiring A Tutor." The New York Times, 7 January 1982.
An article of advice to parents about when a tutor is needed and how to obtain one. Also discussed is whether or not the school should be informed that the child has a private tutor. The article ends with a list of eight facilities in the New York City area that provide tutors.

Cohen, Peter A. and Kulik, James A. "Synthesis of Research on The Effects of Tutoring." Educational Leadership, December, 1981. p.227-229.
The data in this article is based on work supported by the National Science Foundation under Grant No. SED 79-20742. It is a review

of research on the effects of tutoring on tutors and tutees. The findings of eight researchers are presented and analyzed, as are their methods.

Harris, Mary M. "Learning By Tutoring Others." Today's Education, February, 1971. p. 48-49.
Mrs. Harris is a first grade teacher who describes how her students and sixth grade tutors benefit from their reading sessions. Although this source was not used in the practicum report, it influenced the thinking of the researcher concerning why very young students may benefit from tutoring.

Melaragno, Ralph J. "Pupil Tutoring: Directions for the Future." The Elementary School Journal, May, 1977. P. 384-387.
The author discusses the history of student tutoring, gives several reasons for using pupils as tutors, and examples of two inner-city tutoring programs. He also discusses seven areas requiring attention from those interested in the tutorial process.

Rose, Dorothy. "Teenage Tutor Can Fill The Bill." The New York Daily News, 13 November, 1970.
A short article explaining to parents the advantages of using a teenager, rather than a professional, to tutor a child. The author explains why teenagers are able to succeed in cases where teachers have failed.

Thelen, Herbert A. "Tutoring by Students." The School Review, September-December, 1969. P. 18-20.
The sub-title of this article is "What Makes It So Exciting?" The question is answered by presenting four of the elements that make student tutoring exciting: meeting individual needs, combating prejudice, cooperation versus competition, and creative adaptation. Fourteen utilization aspects of the tutor-tutee relationship are then discussed.

INTERVIEWS

Coyle, John. President, Coyle and Coyle Real Estate, New City, New York. Interview, 19 January, 1982.

Dusanenko, Theodore. Supervisor, Town of Clarkstown. New City, New York. Interview, 29 January, 1982.

Elementary School Teacher. Clarkstown School District. New City, New York. Interview, 15 September, 1981.

Halfon, Joseph. President, Halfon Real Estate. Spring Valley, New York. Interview, 20 January, 1982.

Internal Revenue Service, Bureau of Statistics. Bardonia, New York. Interview, 21 January, 1982.

APPENDIX A

CLARKSTOWN

Clarkstown High School
North

Tappan Zee Bridge and
The Hudson River

Felix V. Festa Junior High School
Complex

(Formerly Clarkstown Junior High)

NEW CITY, NY. 50 Min to Midtown NYC

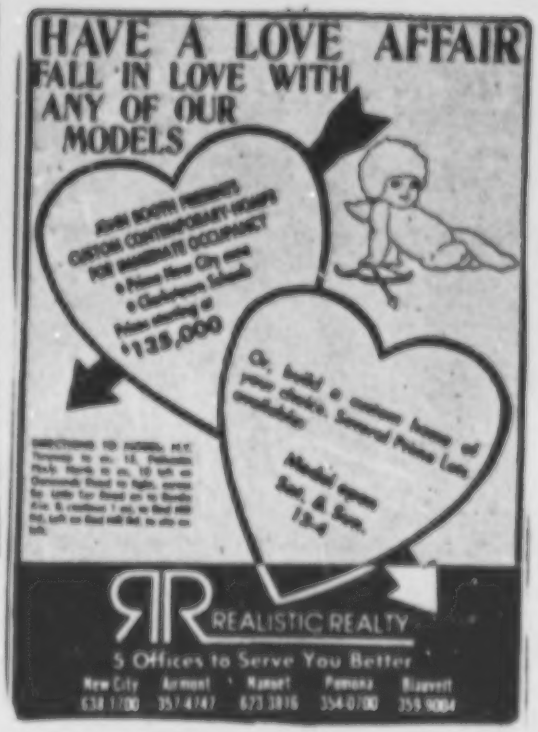
BUILDER'S OWN HOME

This 3¼ acre estate at the end of a ½ mile private road offers the ultimate in seclusion and privacy. Property is surrounded by wooded preserves and water shed lands. Superior construction and materials are visible thruout this custom 4-year-old home. Colonial's features include a Spanish style stucco exterior, dramatic center hall entry foyer, 4 bedrooms, 2½ baths, 30x20' sunken living room, formal dining room, large island kitchen, parquet floors, Pella and stained glass windows, den w/fireplace, sky roof, beautifully finished basement with wet bar & parquet dance floor. Redwood deck, in-ground pool and bubbling brook. Located in excellent Clarkstown School Dist. $550,000

ELEGANT HOMES

New City, NY 914/638-1585

HAVE A LOVE AFFAIR
FALL IN LOVE WITH ANY OF OUR MODELS



5 Offices to Serve You Better

New City	Airmont	Hasbrouck	Pomona	Blauvelt
638-1700	357-4747	623-3816	354-0700	359-9084

NEW CITY
CLARKSTOWN SCHOOLS

Brittany Homes

Prestigious custom homes
Beautiful Reservoir View
Center Hall Colonials • Contemporary Ranches

- *Vinyl Siding*
- *Hardwood Floors*
- *Full Basement*
- *2 Zone Hot Water Baseboard Heat*

from $139,000 to 225,000

Builder 914-634-3262.

W. NYACK EXEC HOME

Clarkstown schls, over 1/2 room, 1 story on cul-de-sac, city water, 2½ car gar, hall & foyer, 3 + conv area for exp. kit, fml dr/library, mstr br suite, LR w/fplc. Owner asking $[illegible], Prime mrkt. 914-623-7[illegible] or 6[illegible]

CONGERS CLARKSTOWN SCHLS
BRIGHT AND BEAUTIFUL
Sunny, immaculate Bi-Level in young area. Includes appliances & treed ½ acre $[illegible]

Clarkstown Schls. Custom Ranches, Colonial & Bi-levels from $[illegible]
EDELMAN REALTY
634-[illegible] 356-[illegible]

CLARKSTOWN: Bardonia school $[illegible] for 3 bdrm Straight Ranch on 1 acre. Call "NOW"
NOW REALTY 914-623-[illegible]

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New City, N.Y.

45 Min. To Midtown N.Y.C.

Spectacular contemporary - indoor pool

Architecture as an art form is clearly visible throughout this one-of-a-kind bi-level cedar home. Building materials were personally selected from all corners of the world and the finest skilled Scandinavian carpenters were employed for its construction. Features include unique, multi-sided rooms, a two story living room with free standing stone fireplace, unbelievable master bedroom suite, 3 additional bedrooms, 5 magnificent bathrooms, indoor pool adjacent to entertainment rooms with fireplace, sauna, art gallery, futuristic kitchen, wine cellar etc. Set on 2 wooded acres, this home affords privacy and a magnificent view. Located in the excellent Clarkstown School District. $425,000.

ELEGANT HOMES **914-638-1585**

TRUST THE MOST IMPORTANT INVESTMENT OF YOUR LIFE TO NO. 1

Foxwood Estates

OPEN HOUSE SUNDAY 12-4 P.M.

NEW CITY $115,000

Lovely new California Ranch on ⅓ & ½ acre sites in prime area. Little Tor elementary. Clarkstown North Schools. Custom built by Builders of Watermill Estates. Also new Colonials $119,900. A pleasure to see.

DIRS: Palisades Parkway North to Exit 10 A. Make right on New Hempstead Rd, go 3 blocks past 1st light. Make left on Eberling bear left at fork to site.

Century 21 American Heritage 634-4283

AMERICA'S NO. 1 TOP SELLER CENTURY 21

NEW CITY CLARKSTOWN SCHLS

BUILDER'S HOME

Center Hall Colonial. 5 bdrms, 3 baths, 2 zone central air cond, fireplace, deck, bay windows, skylight in master bdrm. Brick/aluminum exterior. Move-in condition with many extras. Mtge avail $155,000 (914)634-2777. Eves (914)634-7255

NEW CITY FROM $135,000

BROOKLINE MANOR

Custom luxury in TRADITIONAL & CONTEMPORARY DESIGNS located off prestigious Phillips Hill Rd adjacent to the Woodglen Elem. Schl. All to be constructed upon wooded sites featuring the utmost in craftsmanship & quality. Come & visit our homes & shop in to our on-site Sales office for a consultation.

MORTGAGING AVAIL.

WILDFLOWER REALTY

425-0877

Sales office open Sat & Sun 11-5 DIRS:Located ½ mi East of Little Tor Rd just off Phillips Hill Rd

---

WEST NYACK

ELEGANT CNTR HALL COL

In private country club setting on 1 acre of treed property. Heated rooms and activity space galore. Clarkstown Schls. 4BR 3 bath sitting rm, liv, cons kitch, fplc, eat in's formal, covered box entrys, oversized 2 car gar, CAC & Firepl in Family & Kitch leading to screening porch, covered patio, in-ground pool. Call 922-

---

CLARKSTOWN SCHLS EXEC AREA

NEW HOMES

Custom built homes offering Redwood or Tudor exteriors. Nestled in heavily wooded area. Minimum ½ acre. Priced from $185,000

Nanuet office 623-3816

LRR THE HOME TEAM REALISTIC

New City-Clarkstwn Schls

1st Offering. Move-in-cond-shapell gen. CH, 3BR Col many extras. Priced to sell. Princ only $171,000. Aft 6, 914-634-1194

NEW CITY

NEARLY NEW

Beautifully decorated 4 bdrm home with high assumable mortgage. Located in young area. Form liv, wall-wall carpet, attic fan, many extras. Won't last. Clarkstown Schools. Only $113,500

ATLAS REALTY

145 So LittleTor Rd, New City (914) 634-2300

NANUET CLARKSTOWN SCHLS

MOTHER/DAUGHTER

6 year old, 5 bdrm, 3 bath, pool, near trans. Very clean. $115,000 Easy financing AAA REALTY 623-3661

CONGERS $112,000

Better Than New

move right into this 10 bdrm on quiet dead end St. Beautifully wooded property. Cent air, fplc, many more extras. All this & Clarkstown Schls too

ROMANO 476-3999

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NEW CITY, N.Y. 50 MIN. TO MIDTOWN NYC

BUILDER'S OWN HOME

This elegant, custom designed, sprawling H shaped ranch features a Mediterranean styled stucco motif, 4 BRs, 3½ baths, den with fireplace and wet bar, air cond., beautiful heated pool, separate heated whirlpool spa, dog kennel, oversized 2-car garage and 3400+ sq. ft. of living space over a full basement. Situated on magnificently landscaped property, adjacent to private golf course, it is located in a most prestigious, child-oriented community within the excellent Clarkstown school district. An assumable 7½% mortgage, plus owner financing, make this an irresistible offering at $210,000.

ELEGANT HOMES 914-638-1585

Custom Contemporary

DIXIAN HEAD REALTY

NEW CITY Clarkstown Schls

REAGANOMICS

SPECIALS

ATLAS REALTY

Clarkstown Schools

Terrace Realtors

NEW CITY-Clarkstown Schools. 4 bdrm, 2½ extended ranch 2 yrs mint

NEW CITY CLARKSTOWN SCHLS PRENCHTOWN CREEK ESTATES 3 Bdrm Colonial & Ranches

LAWRENCE

NEW CITY 3 bdrm Cape with liv rm, din rm, new kitch, 1 car garage, attic has 2 front dormers easily finished, very low taxes. Clarkstown Schools. Asking $74,900. ERA/Martin Borenstein Realtors

NEW CITY CLARKSTOWN SCHLS

Owner transferred from better than new 4 bdrm John Raoth center hall colonial in young Exec area with oversized rms, overabundance of closets & loaded with extras. Offered at $155,000. Call for private showing CENTURY 21 AMERICAN HERITAGE

NEW CITY, N.Y. 45 Minutes Midtown NYC

SWIM - SKATE - BOAT - FISH

PRIVACY LOVER'S DELIGHT

Follow a private drive to beautiful mini-estate located in excellent Clarkstown North School District. A two acre parcel features a quality custom 6 bedroom ranch home with sunken livingroom, 8 skylights, 2 fireplaces, air conditioning, 4½ baths PLUS A 5 ROOM GUEST HOUSE with air, fireplace, parquet floors, appliances etc. Offered at $325,000. Also offered for sale is the adjoining exceptionally beautiful 2 acre wooded parcel featuring a private pond for year round outdoor recreation.

ELEGANT HOMES 914/638-1585

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APPENDIX B

TUTORING REPORT FORM

CLARKSTOWN TUTORING SERVICE

Tutor_____ Subject_____

Subject Teacher Approval_____

PUPIL_____ TCHR_____

DATE(S)_____

WORK COVERED:

INTEREST & ATTITUDE OF PUPIL:

PROBLEMS OR QUESTIONS:

We hope that our TUTORING SERVICE may continue to be of service to you and to your students.

Sydel Winer

Mrs. S. Winer, Faculty Advisor
Clarkstown Tutoring Service

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APPENDIX C

LETTER TO SOUTH TUTORS

September 22, 1980

Dear

Congratulations and Welcome! You are, providing you attend BOTH TRAINING SESSIONS FROM BEGINNING TO END, a member of the Clarkstown tutoring Service. This may be your first real job, but be it your first or your tenth, it will be your most rewarding. There is nothing as important, as exciting, and as much fun as teaching. You would be interested to know, also, that I am very proud to be the director of The CTS for the entire district, and I feel a very special affection and closeness for the South H.S. part of it. That is not to say that I don't love North, but whenever I think of the expanse of the program, my gratitude to the tutors, and the genuine feelings of warmth and familiarity that are developed, I am extremely fond of my South Squad. I'm not trying to be a traitor nor to start a Civil war here, just to welcome you and to tell you that I'm more than delighted to have you on the CTS.

You have been approved to tutor all that you requested_____

I would like to make a change, either to add or to delete a subject, or to question you on your choices, or to request that you get a note of approval from a teacher for a questionnable area _____

You are to arrive on time and stay for the entire hour, for each session. The meetings will begin at 2:01 1/2 , right after school, in Room 180. That's the Leisure Library - from the GO store, facing the auditorium, walk past the next corridor & go down the small staircase till you reach the dead end (Shop Rooms), & turn left & Room 180 is at the end. How's that- getting directions for a room at South from a North teacher! I warned you that I'm a South-o-phile. The sessions that you must attend will be held on:

If you wish to get in touch with me before the meeting, call my answering service at 634-9109, & leave your name & number.

I can hardly wait to meet you!

Sincerely,

Mrs. Wiener,
Director,
CLARKSTOWN TUTORING SERVICE

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APPENDIX D

THE ACCLAMATION OF BOARD OF EDUCATION

REPORT ON TUTORING SERVICE:

Dr. Fred Travaglini, Assistant Superintendent for Instruction, introduced Mrs. Sydel Winer. He explained that Mrs. Winer was hired to teach Spanish and came to him with a proposal to introduce a tutorial program. Mrs. Winer reported that she had started the Tutorial Program as an adjunct to the Future Teachers of America program. Mrs. Winer had experienced difficulty with Math and knew how upsetting this can be for a child. The first year the program was in existence, thirteen students were tutored and Mrs. Winer estimates that approximately 800 students will be tutored before the end of this school year. Tutors are youngsters in the tenth, eleventh and twelfth grades and graduates who attend local colleges. The program benefits both the tutor and the child being tutored. The tutors gain experience in their chosen field and earn money for the service. The child who is tutored benefits from a one-to-one situation in a subject which is difficult. Mrs. Winer stressed that this service is not meant to be an alternative to the classroom. A fee of $4.50 is charged and 50¢ goes into a fund which covers the expenses of the program and enables the service to offer scholarships to the most deserving tutors. Mrs. Winer stated that the program was becoming so large that she was now asking the Board for some guidance as to possible help. Mr. Farkas stated that he had been impressed by the program from the start and would like to see tutorial help in the grades between 3 and 6 where the PEP scores seemed to be dropping at an alarming rate. Mr. Griffin stated that it would be hard to find a more dedicated teacher than Mrs. Winer and suggested that it was time for the Board to develop new ideas for the tutorial program.

ACCLAMATION:

The Board acknowledged by acclamation the devotion, dedication and the valuable service performed by Mrs. Sydel Winer to the youngsters of the Clarkstown School District for her creativity in establishing and implementing a program of student tutoring service.

APPT. OF BOARD COMM. TO VISIT SCHOOLS:

Mr. Griffin moved and Mr. Farkas seconded, unanimously approved, to appoint Mrs. Bodine, Mrs. Bullwinkel, Mr. Cea and Mr. Glasser as a Committee of 4 to visit the schools in the district and report back to the Board by June 30, 1980 on their visitations. Mrs. Bullwinkel stated that it is not expected that the committee visit all the schools in the district as a group but that visits might be made by one or two members at a time. The visits will be on an informal basis with the principal of the school to be informed before hand.

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APPENDIX E

ARTICLE ON FUTURE TEACHER PROGRAM

"TEACHING IS WHAT I WANT TO DO"

"I learned so much from being a teacher, I never realized that teachers learn from their students."

"Now that I know what it's like to be a teacher, I doubt if I'll ever make trouble for another one again."

These are typical student comments after a day spent on the other side of the desk, an experience made possible by a high school education course that blends practical preprofessional experiences and education theory. This one-semester, one-half credit elective for seniors interested in a career in education is the outgrowth of an intensive Future Teachers of America program at Clarkstown Senior High School in New City, New York.

Future teachers can find out what teaching is all about before deciding on an education major in college. The 10-unit course, called Fundamentals of Education, includes lesson planning, discipline, the history of education, audiovisual media, and school law. Students read a wide variety of books and education publications and make their own teaching aids, such as flannel boards and transparencies. They also experiment with equipment such as the videotape recorder.

The class has had a variety of guest speakers, including the superintendent of schools, board of education members, speech therapists, administrators, classroom teachers, student teachers, and teachers from institutions for exceptional children. Experts in specialized areas are regular consultants for the class.

The entire school district is involved in the practical training aspect of the course in which the future teachers participate in field work for the whole school year. During study and lunch periods, they act as teacher assistants in the elementary schools.

In addition, each student has a cooperating teacher and a class and may teach as many as 10 hours a week. Three times a year the future teachers also teach for a whole day at an elementary or junior high school. They make their lesson plans with the help of the cooperating teacher and prepare all their own teaching materials. After each teaching day, they receive formal observation reports, which are then used as learning devices in Fundamentals of Education.

One student summed up his feelings about the class, with these words: "This course really taught me what it's all about through experience. I found out that teaching isn't as easy as it seems. It requires much time, effort, and patience. But now I know that teaching is what I want to do."

—Sydel Winer, *teacher of Fundamentals of Education and FTA adviser, Clarkstown Senior High School, New City, New York.*

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APPENDIX F

QUESTIONNAIRE FOR ELEMENTARY PARENTS

CLARKSTOWN CENTRAL SCHOOL DISTRICT
TOWN OF CLARKSTOWN ROCKLAND COUNTY NEW CITY, NEW YORK 10956

February 2, 1972

Dear

Your youngster is one of a growing number of elementary school students for whom peer-tutoring assistance has been requested and provided.

The continued and improved effectiveness of the tutoring service depends in great measure upon our ability to determine how well the needs of your child have been met by the assistance provided.

Although your responses to the eight questions will be of interest to other parents and the community at large, no names will be mentioned in any future use of the data provided.

Please accept my thanks for your cooperation in providing a prompt response. I am confident that other students and their parents will appreciate and benefit from the time and effort you expend in preparing your replies.

Sincerely yours,
Sydel Winer
Director,
CLARKSTOWN TUTORING SERVICE

Name and Grade of child_____

1. How did you originally learn of The Clarkstown Tutoring Service?

2. Why did you seek peer tutoring assistance for your child?

3. How did you know that the tutorial assistance was coordinated with your child's work in school?

4. Why were (are) you satisfied or dissatisfied with the results of the tutorial assistance?

5. Why do you agree or disagree that there may be a need for individual peer tutorial assistance despite the best efforts of an effective in-school program?

6. Why would you consider or not consider seeking future tutoring assistance for your youngster or recommending same for the child of a friend or neighbor?

7. What suggestions would you offer to make the service more beneficial?

8. How would you suggest that more parents on the elementary level be made aware of the availability of this service?

APPENDIX C

QUESTIONNAIRE FOR ELEMENTARY TUTORS

January 25, 1982

Dear Tutors of Elementary Students,

The Clarkstown Tutoring Service has developed beyond all of our expectations over the years of its operation. We may be justifiably proud of the reputation and scope of the organization, and of our accomplishments, but we must always realize that there is room for improvement. The most serious problem is a lack of tutorial service on the elementary level. In order to correct this problem, several plans will be executed this year.

Understanding tutor attitudes and feelings is very important for the achievement of this goal. Your careful consideration and replies to the following questions will be greatly appreciated. Be assured that no tutor's name will ever be mentioned in the publication of any of your comments nor of the results of this survey. Please be honest and thoughtful. There will be no reprisals of any kind for anything that you say.

Thank you in advance!

Mrs. Winer

Name_____

Please list the name, grade, and subjects tutored for each student in grades 1-6 that you are tutoring now or have tutored. The grade refers to the child's grade when he was tutored if it is not a current job.

I. How has your tutoring experience on the elementary level affected your own feelings and attitudes? In order to respond, please answer the following questions using this formula:

NOT AT ALL	YES, JUST A LITTLE	YES, VERY MUCH SO

You may also explain any of your answers using the blank pages provided for that purpose.

PAGE 2

Has tutoring helped you to:

a. understand others better?

b. be more considerate of others?

c. be more patient?

d. get along better with others?

e. care about others?

f. be more self-confident?

g. feel important?

h. understand your own teachers better?

i. be more responsible?

j. solve personal problems better?

k. develop more insight into the teaching-learning activity?

l. have greater sympathy for parents and teachers?*

m. feel a stronger sense of community, due to the crossing of grade lines?

n. develop leadership abilities?

* "k" refers only to understanding. "l" refers to your agreement and sympathy with motives and methods. For example, you may understand why parents impose a curfew on their youngsters. Now, understanding that, you may either a) still disagree with it, or b) agree with their views and accept them due to your increased understanding.

PAGE 3

Your comments are most welcome. If you wish to explain or to comment on any of the previous ratings, please indicate the letter (a,b,c,etc.) of the item(s) that you are discussing. You may explain opinions, give actual examples to illustrate points, or comment in any way that you wish.

This page and the next are left blank for your convenience. Thank you for your time and cooperation.

PAGE 5

II. Please comment on the following questions:

1. In your opinion, does tutoring make the tutor a better student academically? Why?

2. Does tutoring help to make the tutor a better person? How?

3. Does tutoring help to make a student tutor more mature? How?

4. Does tutoring help to make a tutor more career-oriented? How?

5. Is tutoring on the elementary level especially rewarding? Please explain fully.

6. Would you like to have more elementary students?

7. How would you suggest that more parents on the elementary level be made aware of the availability of this service? You may continue on the back of this paper if you need more room.

APPENDIX H

QUESTIONNAIRE FOR PARENTS OF ELEMENTARY TUTORS

January 28,1982

Dear Parents of Tutors of Elementary Students:

The Clarkstown Tutoring Service has grown considerably in scope and reputation; we may be justifiably proud of our accomplishments. There is always room for improvement, however, and our most serious problem is a lack of participation on the elementary school level. In an attempt to solve this problem, a survey is being made of tutor feelings and attitudes. In addition to understanding their feelings, it is important to be able to understand the sentiments and opinions of their parents. No names will ever be mentioned in the compiling and any subsequent publication of the data provided.

Please accept my thanks for your cooperation in providing a prompt and thoughtful reply.

Sincerely,

Mrs. S. Winer

Your name-

1. Are you proud of the involvement of your son/daughter as a tutor? Why?

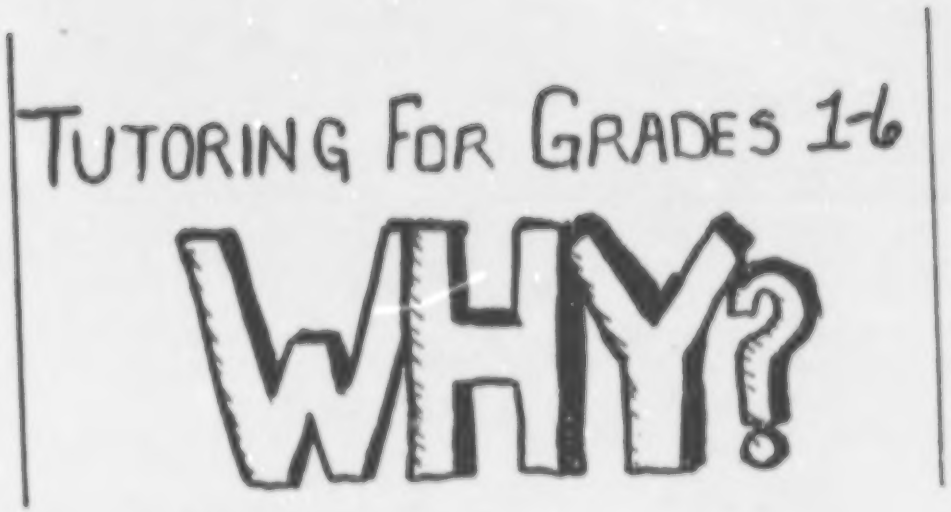
2. Do you feel that this job is better for your youngster than a traditional job in a store or restaurant? Why?

3. Have you noticed any change in your son or daughter since the onset of the tutoring activity? Please explain.

4. How would you suggest that more parents on the elementary level be made aware of the availability of this service?

APPENDIX I

TUTORING FOR GRADES 1-6, WHY?



APPENDIX K

P.T.A. NEWSLETTER - CHESTNUT GROVE

APPENDIX L

P.T.A. NEWSLETTER - CONGERS

APPENDIX M

P.T.A. NEWSLETTER - LAKEWOOD

APPENDIX N

P.T.A. NEWSLETTER - LAUREL PLAINS

APPENDIX O

P.T.A. NEWSLETTER - LINK

APPENDIX P

P.T.A. NEWSLETTER - LITTLE TOR

APPENDIX R

P.T.A. NEWSLETTER - STRAWTOWN

APPENDIX S

P.T.A. NEWSLETTER - WEST NYACK

APPENDIX T

P.T.A. NEWSLETTER - WOODGLEN

APPENDIX U

LETTER FROM PRINCIPAL OF LITTLE TOR

LITTLE TOR ELEMENTARY SCHOOL

April 22, 1982

Dear Parents:

At Tuesday's PTA executive board meeting, Ms. Sydel Winer, Clarkstown teacher and coordinator of Clarkstown Schools' Tutoring Service spoke to the Board about tutoring services that are available for elementary students.

The tutors in this program are high school students whose academic excellence has been proven. They must receive an "A" in the subject they are tutoring and need to be recommended for the program by their subject teachers for each subject that they tutor. Once their academic qualifications have been verified, they are trained in the methods of tutoring and guided in those interpersonal relationships considered crucial to successful peer tutoring.

Tutoring may take place on any day or evening including weekends. The cost of tutoring is $5.00 for a lesson of at least one hour. All tutoring takes place at the home of the student being tutored. The program operates year round which means that summer tutoring is available.

To receive further information on the program, you can request a booklet entitled "Tutoring for Grades 1 - 6 - Why?" from our school office or call Sydel Winer directly at 634-9109.

We hope that if you are thinking about a tutor for your child, that you contact Ms. Winer and find out more about this highly regarded and successful program.

Sincerely,

Jeffrey H. Orloff

Jeffrey H. Orloff, Principal

JHO:gpm

APPENDIX V

GROWTH OF ELEMENTARY ENROLLMENT

Tuesday, June 22, 1982 — 851 Tutees; 76 Grades 1-6

TOTAL	SCHOOL	10/17 100	11/2 200	11/20 300	12/23 400	1/21 500	3/4 600	4/12 700	4/24 730	5/8 800	5/24 832	6/22 851
6	Bardonia	1	1				1	1		2		
6	Chestnut Grove	1	1		1			1	1	1		
1	Congers	1										
5	Lakewood			1	3			1				
6	Laurel Plains	1	1		2	1				1		
0	Link											
14	Little Tor	1					1		3	4	4	1
9	New City			1			1			1	3	3
4	Strawtown		3	1								
9	West Nyack	4				1	2		1	1		
16	Woodglen	5	1	1			3	2	1		2	1
0	Street											

APPENDIX W

DISSEMINATION PACKAGE

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BOOKS

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The author explains how schools should be by describing the ideal school system. He criticizes education that is, then explains how to achieve what should be. He has some, if few, good ideas. He includes interesting quotes from Russian educational sources.

Rogers, Carl R. Freedom to Learn. Colombus, Ohio: Charles E. Merrill Publishing Co., 1969.
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Cohen, Peter A. and Kulik, James A. "Synthesis of Research on The Effects of Tutoring." Educational Leadership, December, 1981. p.227-229.
The data in this article is based on work supported by the National Science Foundation under Grant No. SED 79-20742. It is a review

of research on the effects of tutoring on tutors and tutees. The findings of eight researchers are presented and analyzed, as are their methods.

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ABSTRACT

Facilitating Increased Student Tutoring Service On The Elementary Level.
Winer, Sydel, 1982: Practicum Report, Nova University Center for the Advancement of Education
Descriptors: Tutoring/Tutors/Private Tutoring
Peer Tutoring/Costs of Tutoring/
High School Students as Tutors

The researcher, as director of a student tutoring service, explains how the service works, and the reasons why the service has hundreds of customers in grades 7-12 but very few in grades 1-6. A plan was devised to correct that discrepancy in order to double the number of elementary students tutored. The purpose was not only to provide needed academic assistance, but to effect other benefits, explained in the report, for the tutees, the tutors, parents, and teachers.

The project involved a massive publicity campaign. Articles were published in the elementary P.T.A. newsletters. Appearances by the director and several tutors were made at some P.T.A. meetings, which involved contact with all of the elementary principals and P.T.A. presidents. Detailled questionnaires concerning attitudes of tutors, and parents of tutees and tutors were completed. Information gathered from the questionnaires was used to write a pamphlet entitled Tutoring For Grades 1-6, Why?, which was distributed to parents of elementary students throughout the district. Several difficulties were either circumvented or overcome, and the objective of achieving an enrollment of sixty-six elementary tutees by the end of June was exceeded. Several positive side-effects also occurred.

Plans to further expand the tutoring service to include more elementary tutees, and certain categories of tutors not currently included, are explained. (Appendices include information about the school district, tutoring reports, the questionnaires, P.T.A. newsletters, Tutoring For Grades 1-6, Why?, a list of the results, and other material.) Also included in the report are twelve photographs.

Dear Colleagues,

This practicum is about the Clarkstown Tutoring Service, a unique student-to-student tutoring program. The report explains how the service works, and treats the problem of lower than desired elementary participation. The problem which is explained, researched, analyzed, and solved in the report is but one phase of the entire tutoring service.

The Clarkstown Tutoring Service assists students in grades 1-12, and adults also. It is unlike any other tutoring service in several ways, all explained in the report. However, it may be used as a model to start a student-to-student tutoring service anywhere, under any conditions. Clarkstown is an advantaged community, and all of the tutoring is done at the homes of the students after school hours for monetary remuneration. It would be workable, however, in a disadvantaged community in which neither at-home tutoring nor monetary remuneration is possible.

I, as the founder and director of the Clarkstown Tutoring Service, teach three high school classes and work approximately forty hours each week as the director of tutoring. I receive only the regular salary for a full-time high school teacher on my level of the salary scale.

The rules of the practicum require brevity in the summary that follows, and this is the only opportunity afforded to write in a personal manner. I have been doing this for many years, and I can assure you that it is one of the most significant and rewarding facets of education. It requires much work, but work that is important and exciting. If you start and develop such a program, you will surely become a very different, exceptionally enthusiastic, and happy person. There is great happiness in helping others.

If you read this report and would like more information or help to start a tutoring program, I shall be delighted to assist you. You may contact me at:

Clarkstown Senior High School North
New City, New York 10956

Sincerely,

(Mrs.) Sydel Winer,
Director,

CLARKSTOWN TUTORING SERVICE

SUMMARY

In a middle to upper-middle class suburban community, a student tutoring service consisting of several hundred above-average high school students tutors eight to nine hundred students in grades 1-12 annually. Each tutee is instructed privately at his own home, and pays a reasonable fee to the tutor. The researcher, as director of the tutoring service, explains how the service is organized, how it works, and the benefits for all involved. Proportionately, very few students in grades 1-6 have tutors, and the practicum problem is to correct this discrepancy. Research is done concerning all aspects of tutoring, strategies are selected and implemented, and the elementary enrollment more than doubles within one year. Student-to-student tutoring works, and it is exciting. A student tutoring service, with modifications to suit any setting, is possible to organize anywhere.